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**The Effect of Using Native Language on Grammar Achievement and Attitudes toward Learning of Basic Stages EFL Students in Jordan**

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**وقوانين الجامعة الأردنية وأنظمتها وتعليماتها**
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عنوان الرسالة:

**The Effect of Using Native Language on Grammar Achievement and Attitudes toward Learning of Basic Stages EFL Students in Jordan**

اعلن بأنني قد التزمت بقوانين الجامعة الأردنية وأنظمتها وتعليماتها وقراراتها السارية المفعول المتعلقة باعداد رسائل الماجستير عندما قمت شخصيا" باعداد رسالتي وذلك بما ينسجم مع الأمانة العلمية وكافة المعايير الأخلاقية المتعارف عليها في كتابة الرسائل العلمية. كما أنني أعلن بأن رسالتي هذه غير منقولة أو مستلة من رسائل أو كتب أو أبحاث أو أي منشورات علمية تم نشرها أو تخزينها في أي وسيلة اعلامية، وتأسيسا" على ما تقدم فانني أتحمل المسؤولية بأنواعها كافة فيما لو تبين غير ذلك بما فيه حق مجلس العمداء في الجامعة الأردنية بالغاء قرار منحي الدرجة العلمية التي حصلت عليها وسحب شهادة التخرج مني بعد صدورها دون أن يكون لي أي حق في التظلم أو الاعتراض أو الطعن بأي صورة كانت في القرار الصادر عن مجلس العمداء بهذا الصدد.

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# THE EFFECT OF USING NATIVE LANGUAGE ON GRAMMAR ACHIEVEMENT AND ATTITUDES TOWARD LEARNING OF BASIC STAGES EFL STUDENTS IN JORDAN

By

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**This Thesis was Submitted In Partial Fulfillment of the Requirements for the Master's Degree of Education in the Curricula and Instruction**

**Faculty of Graduate Studies**

**The University of Jordan**

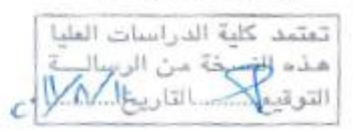


**July, 2011**

## COMMITTEE DECISION

**This Thesis (The Effect of Using Native Language on Grammar Achievement and Attitudes toward Learning of Basic Stages EFL Students in Jordan) was Successfully Defended and Approved on** ---------------------

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# Dedication

To my dearest husband who sacrificed a lot to help me continue my education and whose endurance and encouragement motivated me to complete the task.

To my father who helped and wished me success in my life.

To my beloved and precious mother who gives me her endless support and love.

To my sons, sisters, and brothers I dedicate my work.

**Heba Mohammad Damra**

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## Table of Contents

| | |
|---|---|
| Committee Decision | ii |
| Dedication | iii |
| Acknowledgment | iv |
| Table of content | v |
| List of Appendices | vi |
| List of Tables | vii |
| List of Abbreviations and Operational Definitions | viii |
| Abstract | ix |
| CHAPTER ONE | 1 |
| Introduction | 1 |
| Background and Need for the Study | 1 |
| Purpose of the study | 9 |
| Statement of the Problem | 10 |
| Questions of the study | 10 |
| Limitations of the study | 11 |
| CHAPTER TWO | 12 |
| Review of Related Literature | 12 |
| CHAPTER THREE | 18 |
| Methods and Procedure | 18 |
| Sample of the study | 19 |
| Instructional Material | 19 |
| The Instrument | 20 |
| Test Validity | 21 |
| Test Reliability | 21 |
| Procedure | 21 |

| | |
|---|---|
| Study variables | 23 |
| Statistical Analysis | 23 |
| CHAPTER FOUR | 24 |
| Results of the Study | 24 |
| CHAPTER FIVE | 24 |
| Discussion | 34 |
| Conclusion | 40 |
| Recommendations | 41 |
| References | 42 |
| Appendices | 46 |
| Abstract in Arabic | 72 |

# List of Appendices



| Table | Content | Page |
|---|---|---|
| Appendix 1 | Pre test | 46-48 |
| Appendix 2 | Post test | 49-51 |
| Appendix 3 | Questionnaire | 52-54 |
| Appendix 4 | Instructional Material | 57-70 |

# List of Tables



| Table | Content | Page |
|---|---|---|
| 1 | Distribution of the sample according to groups. | 18 |
| 2 | Means, standard deviation and t test value for achievement between the two groups (experimental and control) in the pre measure. | 24 |
| 3 | One-way analysis of covariance for achievement between the two groups in the post measure. | 25 |
| 4 | Means, standard deviation and t test value for achievement between the two groups (experimental and control) in the post measure. | 26 |
| 5 | Means, standard deviation, and t test value for achievement between the pre and post measures for the experimental group. | 26 |
| 6 | Means, standard deviation and t test value for achievement between the pre and post measures for the control group. | 27 |
| 7 | Means, standard deviation d and relative importance % for each item in the attitudes scale for both groups (experimental and control. | 28 |
| 8 | Means, standard deviation and relative importance % for each item in the attitudes scale for the experimental group. | 30 |
| 9 | Means, standard deviation and relative importance % for each item in the attitudes scale for the control group. | 32 |
| 10 | Means, standard deviation and t test value for attitudes between the two groups (experimental and control) in the post measure. | 33 |

## List of Abbreviations and Operational Definitions

1. L1: First language, mother tongue.
2. L2: Non native language, second language, foreign language, may specifically refer to contexts where language is widely spoken outside the home, but often used to refer even to situations where there is little contact with the language except through the school or "official" contexts.
3. Mother tongue: The language one first learned; the language one grows up with.
4. Group 1: The group in which the students were taught English grammar by using (L1+L2) in which the teacher uses her and her students` native language in instructions and explaining.
5. Group 2: The group in which the students were taught English grammar by using L2 only in which the researcher uses only the foreign language in instruction and explaining.
6. Translation: The action of interpretation of the meaning of a text, and production of an equivalent text that communicates the same message in another language.
7. Foreign language: Any language other than that spoken by the people of a specific place, a language that is studied mostly for cultural insight.
8. Bilingual: Using two languages in some proportion in order to facilitate learning by students who have a native proficiency in one language and are acquiring proficiency in the other.
9. Monolingual: Using or knowing only one language.
10. Grammar: The study of how words in their component parts combine to form sentences. The study of structural relationships in language or in a language.
11. Achievement: Students` scores in English grammar on the test constructed by the researcher for the purpose of this study.
12. Attitudes: Students` predisposition or tendency to respond positively or negatively towards using L1 or L1+L2 in learning English grammar.
13. Code switching: The practice of moving back and forth between two languages or between two dialects or registers of the same language.

To achieve the goals of the study, the researcher selected a sample that consisted of 80 students in Ninth Grade enrolled at Eskan Al- Jubaiha Secondary School for the academic year of 2010-2011. The sample was grouped into two sections (classes) that were randomly chosen and randomly divided into two groups: group 1 as an experimental group and group 2 as a control group.

To accomplish the purpose of the study, the researcher applied an achievement test, a pre test to measure students` proficiency in English grammar and a post test to investigate their achievement after the treatment. The researcher also applied attitudes questionnaire to measure students` attitudes towards using the native language in teaching English grammar. In terms of validity and reliability the achievement test and the questionnaire have been considered adequate for the purpose of the test and questionnaire. The reliability of the pre test was (74.9%). As for the validity, the researcher submitted the tests and the questionnaire to a panel of ten staff members; three members from the Faculty of Educational Sciences specialized of methods of teaching English, three members from the English language department at the Faculty of Foreign Languages at the University of Jordan, and four teachers who are teaching the Ninth Grade at Eskan Al Jubaiha School to establish the content validity.

The data collected has been analyzed by using (SPSS). The study has yielded the following results:

1- There is a significant difference between the two groups in the post test in grammar achievement of the Ninth grade students that attributed to the type of teaching method.
2- There is no significant mean difference between the two groups in the post measure for attitudes towards teaching grammar that attributed to the type of teaching method (Bilingual or Monolingual method).

Recommendations for further research were suggested and pedagogical implications of the results of the study were discussed.

# CHAPTER ONE

## Introduction

### Background and Need for the Study.

Throughout the twentieth century, the English language teaching tradition has been a subject to a great change in various adaptations in language classrooms all around the world. The use of native language in foreign language classroom resulted from one of the longstanding controversies in the history of language pedagogy; the effect of the first language in the second language teaching is still being debated, though most of the language teachers are against the use of native language in the foreign language classroom even in Jordan, many teachers are teaching English grammar by using the second language without any reference to Arabic language.

However, when the native language of the speaker is used appropriately, there can be no doubt that it will be helpful to learn the foreign language. As Mackey (1965) states that “the learning of one language in childhood is an inevitable process; the learning of second language is a special accomplishment”.

Thorough out the 19th century, translation methods offered an insight into the grammatical rules of translating from the foreign to the native language. Translation grammar method is still one of the most accepted and preferred method of language teaching, which has been rather in previous to educational reforms, remaining a standard methodology.

At the same time as direct method saw no place at all for the first language in the classroom, the grammar translation method used the mother tongue so widely and at the expense of target language practice that, even today, translation is in many instances regarded as an unlawful practice because of its relationship with this method.

Teachers who call the monolingual approach suggest that the foreign language should be the only medium of use, believing that the obstruction of the mother tongue would maximize the efficiency of learning the foreign language.

However, many teachers believe that the use of the native language can be useful in explaining structures grammar rules. They consider that teachers who know the students' native language have more advantages over the ones who do not.

The main arguments against using the native language have been that it does not encourage learners to use the target language and that when the teacher uses the native language it deprives the learners of input in the target language (Krashen, 1988). However, there are many different benefits of using the native language in foreign language classroom:

1. It creates a more comforting learning environment (Burden, 2000; Philips, 1993) and reduces learner's anxiety (Auerbach, 1993).
2. It gives instructions facilities and checking understanding (Athinson, 1987).
3. It facilities the task of explaining the meaning of conceptual words and of introducing the main differences in grammar and pronunciation between L1 and L2 (Buckmaster, 2000; Cole, 1998).

Advocates of native language use, though, are also eager to point out that "mother tongue use should be selective and not seen as just as easy option" (Hawak, 2001). The key for the teacher seems to be using the mother tongue appropriately and avoiding the over use which will make learners feel that they cannot comprehend the input of the foreign language until it is translated into their native language (Athinson, 1987).

Studies confirm that complete removal of native language in foreign language classrooms is not appropriated. Freeman (1991), Nation (2003), Schweers, (1999) they emphasize that when the mother tongue used appropriately, the use of L1 can be very beneficial. Brown (2000) claims that "First language can be a fascinating factor and not just interfering factor". Schweers (1999) calls teachers to integrate the mother tongue into lessons to influence the classroom dynamic, and suggests, "Starting with L1 provides a sense of security and validates the learner's lived experiences, allowing them to express themselves".

Atkinson (1987, 1993) encourages the use of native language in second language teaching in classroom. He suggests that the role of the mother tongue in second language classrooms has long been neglected. He supposes that using it is great and its role should merit considerable attention in teaching foreign language.

Wilkins (1974) had already emphasized that translations are sometimes helpful especially when the use of the foreign language cause confusion and ambiguity. So there is no need to insist on the whole expulsion of native language in second language teaching.

Mattilio (2004) supports some functions of the mother tongue in EFL classrooms. Which are: giving instructions, explaining vocabulary, explaining language

rules, rebuking students, and talking to individual students. According to Nazary, (2008) students` mother tongue plays a main role in teaching language skills and sub skills in classroom activities and the importance of the mother tongue for instructing language skills (reading, listening, writing and speaking), and sub skills(vocabulary, pronunciation, grammar and culture).

According to Zhang (2000) the native language is important because it is the toll for us to organize our thinking and learning cognition. Harbord (1992) gives three benefits of using the native language in foreign language classrooms, they are:

1- Facilitating teacher - students' communication.

2- Facilitating teacher students` support.

3. Facilitating learning.

Turnbull (2001) suggests also, that the use of native language depends on the level of language and the learners to be learned. He emphasizes the importance of making a switch to the native language to guarantee that the students comprehend a difficult grammar idea or an unknown word.

Weschler (1997) suggests using the mother tongue for preparation brainstorming and difficult expressions or abstract words to explain in the foreign language are better translated. As Weschler proposed for students' use of native language is:

“whenever possible , use English; whenever not , its ok to use native language to help students need, so long as such use does not interfere with the learning of others” (Weschler, 1997).

On the one hand, the code switching approach has been criticized by many teachers who found that the use of first language in EFL classes is helpful at different stages. This point of view expressed clearly by (Deller, (2002); (Rinvolucri, (2002)) in their book using the mother tongue. On the other hand Athinson (1987) and Widdowson (2003) called for an explicit use of the bilingual approach.

Cook (2001) writes about native language in teaching EFL classes by saying:

"a door that has been firmly shut in language teaching for over a hundred years". The native language represents an influential source in classroom that can be used in many ways.

Rinvolueris and Deller' (2002) book "Using the mother tongue" which emphasizes the practical and realistic native language activities shows the use of the mother tongue can maximize language learning.

This study will investigate the effect of using the native language (Arabic language) on teaching English grammar.

Grammar is the base of the language; it provides students with the structures and rules they need in order to organize their messages and ideas. Since students cannot convey their ideas to their full extension without a good control of the basic grammar patterns. So, teaching grammar by using the native language can be helpful. For

example translation exercises may be perfect practice when there is a grammar point that is causing difficulty to students.

Romaine (1989) emphasizes that bilingualism does have an effect on cognitive processing strategies. Bilingualism has often been defined and described in terms of categories, scales and dichotomies, which are related to different factors such as functions, proficiency …etc.

Haugen (1953) observes that bilingualism starts when the speaker of one language can make complete meaningful expressions in the other language.

Mackey (1965) also discusses a number of factors such as age, sex, language attitudes, intelligence, memory and motivation which are possible to influence the bilinguals` ability. Gumperz (1982) insists that linguists look at code switching as a discourse method, which provides an expressive function and has pragmatic meaning. Uram (1992) discusses the idea of using the native language and he believes in using the code switching in foreign language classroom.

Gumperz (1982) suggests four discourse functions for code switching:

1. To serve as sentence- fillers or to mark interjections.
2. To clarify or emphasize a message.
3. To qualify the message.
4. To mark types of discourse or genres.

Contrastive Analysis is a technique first proposed by Uriel Weinreich in the 1950s. It stresses the structural differences between two languages with the aim of identifying possible sources of complexity by people learning a foreign language. It

was proposed that knowing of one’s first language might interfere with the learning of a second language. This creates difficulties for the foreign language learner, leading to an increase in the production of errors.

Second language research emphasizes that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language (Lewelling, 1991). According to Lin (2000) the mother tongue is used to make sure whether learners understand what is being taught or not. Weschler (1997) states “It is not possible to learn a foreign language as directly as children learn their first language, for children take years following a natural order of acquisition to master their native language”.

Athinson (1987) draws attention to some general advantages of using mother tongue in EFL classrooms as follow:

1. Testing students` achievement.
2. Reinforcement and Presentation of language.
3. Giving instructions and explaining activities and exercises.
4. Checking understanding of the concept behind the structure.
5. Eliciting language to the learners and to all levels.

On the one hand, the first language of learners` native language has an essential and facilitating role in teaching and instruction. This indicates that the bilingual method of teaching could be gaining more support by adding the students' native language as a learning tool and also as a facilitator for efficient communication.

On the other hand, many researchers are against using the mother tongue assumption that has dominated for a long time that English has to be learnt through English, and not by the use of the native language which has to be forbidden in the classroom. Bouangeune (2009) says that “many ELT professionals even wonder how students can truly appreciate taught language exchanges if they are continually relying on their L1”. Many authors maintain that the native language has no essential role to play in English foreign language teaching.

Ellis (1994) discusses the basic assumptions of Skinners` behaviorist theory, these are:

1. Foreign language learning is different from first language learning.
2. All learning is a result of experience and is evident in behavior changes.
3. Foreign language is the same as any other kind of learning and can be explained by the same principles.
4. Foreign language learning is a mechanical process of habit formation.

According to Krashen, many teachers believe that there are many reasons for discouraging the use of the native language in English foreign language classes, which are:

1. Use of L1 may become a habit that both learners and teachers may resort to wherever a difficulty is encountered.
2. L1 may be sometimes misleading when learning the foreign language. In spite of the existence of universals governing language systems, language differs more or less.

3. When using L1 to teach EFL students, errors may emerge due to the L1 to transfer.
4. The use of L1 in EFL classes hinders the provision of enough comprehensible input, a prerequisite for acquiring any language.

Touchine (1983) says that “learners use the native language when they find that their knowledge of the target language is lacking and they consequently use transfer from the native language to fill the gaps in their knowledge.

The importance of this study lies in presenting a full scale analysis about achieving new grammar rules and structure in English language by using code switching model. This approach determines the best way of teaching English grammar, either by using English without any reference to the native language or by using English supported by Arabic. To determine also students` attitudes towards using the native language in learning English grammar.

## 1.1 Purpose of the Study

The purpose of the study is to investigate the effect of using students` native language (The Arabic language) on teaching English as a foreign language grammar achievement, and attitudes of the Ninth grade EFL Jordanian students towards learning English grammar.

More specifically, it seeks to:

1. Assess the effect of incorporating the use of students` native language in teaching English grammar in EFL classroom.

2. Find out attitudes of Ninth grade EFL students towards using the native language in learning English grammar.

## 1.2 Statement of the Problem

The mother tongue is often seen by English teacher in Jordan as a negative feature of the L2 classroom in Jordan, and the decision about whether to use the first language L1 is amongst the most common dilemmas that language teaching in monolingual classroom encounter, the low levels of students in grammar achievement is the evidence for the existence of this problem. This intends to determine whether the use of the mother tongue in English classroom in the field of teaching grammars and structures, is negative or positive, and to determine the Ninth grade students` attitudes towards using the native language in teaching grammar rules and structure in the EFL classroom.

## 1.3 Questions of the Study

This study could achieve its goals by answering the following questions:

1. Are there any significant differences (α= 0.05) in grammar achievement of the Ninth grade students attributed to the teaching method (Bilingual or Monolingual method)?
2. Are there any significant differences (α= 0.05) in the attitudes of the Ninth grade students towards learning grammar attributed to the teaching method (Bilingual or Monolingual method)?

## 1.5 Limitations of the Study

This study is limited to the following:

1. This study was restricted to the grammar content of specific units 7, 8, and 9; this means that the findings might not be generalized to other contents.
2. This study was conducted on Ninth grade EFL Jordanian students in one public school in Amman. Therefore, the generalization of the results of this study will be limited to the sample which is drawn in this study.
3. The total score in this study was only considered of grammar, which means the findings might not be generalized to other language skills.

# CHAPTER TWO

## Review of Related Literature

Much research has been published in the field of teaching foreign language by using monolingual approach in ESL teaching.

According to Verghese (1989) “A knowledge of grammar is perhaps more important to a second language learners than to a native speaker”. Because of the procedure of acquiring the language is different; the native speaker has creatively internalized the grammar of the language while the second language learner has to make a conscious effort to master those aspects and parts of the language grammar.

A great number of studies attempted to show the impact of the Arabic language (native language) in the process of English learning, taking variables for their studies specific feature of English system. In this study the researcher investigates the effect of using the native language (Arabic Language) on grammar achievement and learning attitudes of basic stage EFL Jordanian students. So the related literature will include some of the studies which investigated specific purposes will be shown later.

Ho (1985) reserved a four- month diary of her own different secondary L1 remedial English classes of the same school. In which she insisted on using English only in class A while allowing Cantonese in class B whenever she felt necessary. The researcher started off with a strong confidence that English Lessons should be taught through English only. Her thoughts changed by the end of the experiment, she began to like and believe using Cantonese in English class.

In the United States, a research unit at George Masor University in Virginia has monitored results at twenty three primary schools in fifteen states since 1985. Four out of six different curriculum involved were partly conducted in the native language. The study shows that, there is a direct connection between academic results and time spent learning in the native language. Those who do best in secondary school have had a bilingual education.

Al Naimi (1989) has explained the problem of Arabic EFL learners emphasized on the contrastive and error analysis. The study consisted of (150) students enrolled in the classes of the Orientation program of the language center. The sample of the study is English learners. This study indicated that there is an effect of transfer regarding committing errors in adjectives formation, selection, and comparisons from the mother tongue to the second tongue.

In his study, Migdadi (1997) investigated the errors made by first and second year students in the English department at Al Yarmouk University, in their learning of English relative clauses.

His findings identify that the majority of all types of errors committed by the students in the formation of the English relative clauses could be accounted for in terms of wrong transfer from Arabic, and it was found that male students committed more errors than females in the formation of the English relative clauses.

Schweers (1999) investigated the use of L1 in his monolingual Spanish – speaking class in Puerto Rico. He noted that a high percentage of students (over 80%) found the use of L1 in the classroom useful. Students found the use of L1 is

useful in explaining difficult concepts when they felt lost, felt more comfortable and confident in checking comprehension, and in defining new vocabulary items.

Prodromou (2002) carried out research into the perceptions of 300 Greek students regarding L1 use in the monolingual classroom at three levels, beginners, intermediate and advanced. A relatively high percentage of beginner and intermediate students (between 53% and 66%) answered that both the teacher and the students should use the mother tongue, while only a minority of advanced learners supported those views. This contrasts with the students` opinions concerning the use of L1 in specific classroom situations (for example, giving instructions, explaining grammar and so on). Here L1 use received a small amount of support from the different level groups.

Zaid (2003) conducted a research study which also highlights the use of native language in EFL classroom and its effect on immediate recall achievement in Jordan. The purpose of this study is to investigate the effect of using students` native language (Arabic) in teaching English as a foreign language on the first secondary class students` immediate recall achievement in Jordan. The sample of this study consisted of (111) students (58 male, 53 female). The sample was grouped into four classes that were randomly divided into two groups: group 1 as an experimental group, and group 2 as a control group. The researcher has prepared two achievement tests to accomplish the purpose of the study. The findings of this study revealed that using the native language in EFL classroom is an effective method of teaching.

With reference to the use of mother tongue in the foreign language classroom, the formal study into the use of native language research, the study shows that may 86% out of 110 respondents felt that the mother tongue should be used in the classroom, that 90% explain difficult concepts, that 57% introduce new material, that 74% define new vocabulary, that 55% explain the connection between English and mother tongue (Januleviciene & Kavaliauskiene, 2004). The findings demonstrate that all learners need a support of mother tongue in English classes, but the amount of native language needed depends on students` ability in English.

In his paper on using L1 in EFL classrooms, Aqel (2006) explores the instructors` and students` reactions at the department of English and modern European languages at the University of Qatar. Responses to the questionnaires prepared for this purpose, showed that all of the instructors who were native speakers of English and 62.5% of non native speakers of English felt that it was acceptable to use Arabic in EFL teaching. As for students` reactions, it was found that 42.85% of freshmen, 54.23% of sophomores; 57.64% of juniors, and 61.53% of senior students favored the use of Arabic. "The paper recommended a careful use of Arabic in EFL teaching and adopts the direct possible way to make the learner understands the required points." (Aqel, 2006)

In a study involving the use of mother tongue in an EFL classroom setting of Chiwan high school students in Nepal, Sharma (2006) used classroom observation of four teachers and questionnaire response of one hundred students and twenty high school English teachers. Many respondents reported that they prefer occasional use of L1 in the EFL classroom for many reasons: to clarify the meaning of difficult

words, to explain grammar rules, to establish close relationship between students and teachers and so on.

Nazary (2008) conducted a research study entitled "The Role of L1 in L2 Acquisition: Attitudes of Iranian University Students". The purpose of this study was to explore the Iranian University students` attitudes and perceptions towards the use of L1. A total number of EFL students both males and females who participated in this study was 85. The L1 of these students is Farsi; they are studying English at Tehran University. The groups were chosen according to their English proficiency level as elementary, intermediate, and advanced. The overall findings showed that Iranian University students are reluctant to use their mother tongue in English language situations and reject it strongly for the sake of better experience to L2.

In his research on L1 use in English courses at the University of Messina in Italy (Cianflone, 2009), found that the interviewed students and teachers seem to encourage L1 use in terms of vocabulary items, explanation of grammar and difficult concepts and general comprehension. He concludes that students seem to prefer L1 use and that teachers tend to subscribe the use of L1, which saves time and increase students` inspiration and motivation.

In her research, Alharbi (2010) suggests a method to teach explicit grammar through the native language grammar transformation. She has outlined the main technique and assumptions underlying Mother Tongue Grammar Translation from the point of view of a practitioner and from that of language learners. The findings in this research showed that, overall, the majority of students from all the three proficiency levels do not believe in the effectiveness and importance of L1 use. The

intermediate students in comparison with elementary and advance students showed fewer tendencies to use their L1 in their classroom activities and did not expect their teachers to use L1 as well.

To summarize this chapter, looking at the literature reviewed and the results of the studies, it indicates that, the studies implemented by Migdadi and Al Naimi showed that using the native language in EFL classroom has a negative effect while the findings of Abu Zaid, Prodromou, Nazary, Ferrer, Ho, and Al harbi studies showed a positive effect of transfer from L1 to L2.

# CHAPTER THREE

## Methods and Procedures

This chapter deals with the methods and the procedures that the researcher followed in conducting the study, particularly, the population, the sample, variables of the study, the validity and reliability of the instrument, data collection and statistical analysis.

### 3.2 Sample of the Study

The sample of the study consisted of Ninth grade EFL students enrolled at Eskan Al Jubaiha secondary school in second directorate of Amman in the academic year 2010- 2011. The sample of the study included 80 female students in the Ninth grade, distributed over two sections: one section was assigned randomly to comprise group (1) as an experimental group, while the other section was assigned randomly to comprise group (2) as a control group. Table (1) shows the distribution of the sample.

**Table 1: Distribution of the Sample According to study Groups**

| **Groups** | | **Total** |
|---|---|---|
| **Group 1** | **Experimental group** | 40 |
| **Group 2** | **Control group** | 40 |
| **Total** | | 80 |

## 3.3 Instructional Material

The material was chosen from "Action Pack 9" book by Chery Pelteret 2007. The textbook used by the ninth grade students learning in governmental schools, all the grammar rules in Units Seven, Eight, and Nine were taught from the required book for the two sections. Unit 7 consists of different grammar rules which is divided into three lessons, and aims at the following:

1. Using (Conditional sentence) If clause sentence type (1) simple present.
2. Using (will) or (going to) in future tense.
3. Using the conjunction words to join sentences.

Unit 8 consists of other different grammar rules; it is divided into two lessons, and aims at the following:

1. Using (Conditional sentence) If clause sentence type (2) simple past.
2. Using some phrases to help explain reasons like (I think, in my opinion).
3. Using "If I were" sentence to imagine what to do if you were in someone else's place or situation.

Unit 9 consists of two different grammar rules; it is divided into two lessons, and aims at the following:

1. Using the simple present passive voice to talk about process and facts.
2. Using the simple past passive voice to talk about process and facts in the past.

The study was conducted at the beginning of second semester 2010/2011. Grammar rules in Unit Seven, Eight, and Nine were left for the researcher to teach.

## 3.4 The Instrument.

The researcher developed two-research instruments:

**Grammar achievement test**

An achievement test was prepared by the researcher. Students were pre- tested to see if there are any differences in their achievement in grammar. (See Appendix 1) All the items of the pre test were chosen from the covered material depending on the table of specification, taking into consideration the main objectives of Action back 9 second semester text book. After conducting the experiment, students were post tested on the three units, which they have been taught (See Appendix 2)

**Questionnaire:**

An attitudes questionnaire was applied by the researcher to measure the attitudes of the students towards using English language supported with Arabic if necessary or using English language without any use of Arabic (only English language) in teaching English grammar for Ninth grade EFL Jordanian students.

## 3.5 Test Validity.

Both instruments of the study (achievement test and the questionnaire) were submitted to a panel of ten staff members, three members from the Faculty of Educational Sciences, three members from the English language department at the University of Jordan, and four teachers who are teaching the Ninth grade at Eskan Al Jubaiha School to establish the content validity. The researcher provided the panel with the instructional material so that they guaranteed that the items tests cover the objectives of Units Seven, Eight, and Nine.

## 3.6 Test Reliability

For checking the reliability, "Alpha Cronbach Cofficient" was used to detect the internal consistency among the respondents answer. It was applied over the pre test and found to be (74.9%) which expresses availed reliability as it exceeds a reference value, and the overall reliability of post test was (75.8%). These reliability coefficients were considered suitable for the purpose of this study.

## 3.7 Procedure

The aim of this study is to investigate the effect of using the native language (Arabic language) on grammar achievement and learning attitudes of basic stage EFL Jordanian students. The researcher followed the following steps in collecting the data for the study:

1. The pre test was prepared to measure potential differences in students` achievement in grammar. The sample was randomly grouped into two classes; these classes were randomly selected as follows: one class for group 1, which

is the experimental group, and the other class for group 2, which is the control group. The two methods of instructions were randomly assigned to the two groups.

2. the researcher taught group 1 the grammar material for six week using the bilingual method (English + Arabic) in the following situation:
    a. Explaining the complex exercises in the grammar when the teacher felt that students were unable to answer the exercises in English.
    b. Explaining language rules, accent and spelling.
    c. Interpreting difficult English words, phrases, questions and information.
    d. Asking or giving managerial information of grammar, and allowing students to ask and answer in Arabic when necessary.
    e. Checking understanding of grammar function.
    f. Remarking on some grammatical and structural forms when the teacher felt that the students will improve reaction.
    g. Helping weak students by translating in Arabic if the teacher found that helpful.
    h. Encourage good students to clarify some different structure rules to their classmates who did not comprehend.
3. The researcher also taught group 2 the same material for six weeks by using English only.
4. The researcher applied the post test for both groups. The purpose of the post test was to measure the differences in students` achievement in both groups.
5. The researcher provided students in both groups with the attitudes questionnaires to measure the attitudes towards using the native language

(Arabic) or the target language (English) the in learning English grammar rules.

## 3.8 Study Variables.

The independent variable of this study was the instructional method which has two levels:

a. Level one: using English and Arabic language.
b. Level two: using English only.

The dependent variables are:

a. The grammar achievement mean scores.

b. The attitudes mean scores.

## 3.9 Statistical Analysis

To accomplish the purpose of the study, and to answer its questions, the researcher used the following statistical measures:

T- Test was used to analyze the data obtained on the pre test. The results of the analysis displayed no significant differences in achievement of English grammar between group 1 and group 2.

However, at the end of the experiment, (ANCOVA) method was used to analyze the data obtained on the posttest to answer the questions of the study.

# CHAPTER FOUR

## Results of the Study

To test the equivalence of the groups before conducting the experiment, a pre test was conducted so that any difference after conducting the experiment could be attributed to the effect of the instrumental method. Table (2) shows the results of means, standard deviation, t- test value for achievement between two groups (experimental and control) in the pre test. The probability value (significant value) was greater than (0.05) suggesting no significant mean differences between the two groups in the pre measure. As a result, a conclusion of equivalence between the two groups in achievement in pre measure is made.

**Table 2: Means, standard deviation and t test value for achievement between the two groups (experimental and control) in the pre test**

| Variable | Group | Mean | SD | T | Sig |
|---|---|---|---|---|---|
| **Achievement** | **Exp** | 12.25 | 5.52 | 0.64 | 0.518 |
| | **Cont** | 11.55 | 4.01 | | |

The results of the study according to the Questions; the results related to the first question:

1. Are there any significant differences ($\alpha$=0.05) in grammar achievement of the Ninth grade students attributed to the teaching method (Bilingual or Monolingual)?

Table (3) shows the results for achievement between the two groups on the post test. This significant level value (0.00) aligned with the calculated of (f) value (34.85) indicates significant differences between the two groups in the post test, it was less than (0.05), and this difference was in favor of the experimental group which has a mean of (21.25), while the control group has a mean of (16.0).

**Table 3: One-way analysis of covariance for achievement between the two groups in the post test**

| Source | Sum of squares | DF | Mean Square | F | Sig |
|---|---|---|---|---|---|
| **Group** | 453.42 | 1 | 453.42 | 34.85 | 0.000 |
| **Error** | 1001.82 | 77 | 13.01 | | |
| **Total** | 2390.75 | 79 | 466.43 | | |

Which means that students who were taught English grammar rules by using Arabic language showed better achievement than those who were taught English grammar rules without using Arabic language.

In addition, Table (4) shows the results of means, standard deviations and t test value for attitudes between the two groups (experimental and control) in the post test. The probability value (sig value) was less than 0.05 suggesting significant mean differences between the two groups in the post test for achievement. This mean difference was in favor of the experimental group as its mean (21.25) was higher compared to the control group mean (16.0).

**Table 4: Means, standard deviation and t test value for achievement between the two groups (experimental and control) in the post measure**

| Variable | Group | Mean | SD | T | Sig |
|---|---|---|---|---|---|
| Attitudes | Exp | 21.25 | 5.38 | 4.83 | 0.000 |
| | Cont | 16.00 | 4.27 | | |

Moreover, Table (5) shows the results of mean, standard deviation, and t test between the pre test and the post test for the experimental group. The probability value (sig value) was less than (0.05) suggestion significant mean differences between the pre and the post test , this difference was in favor of the post test as its mean was higher (21.25) versus pre measure mean (12.25)

**Table 5: Means, standard deviation, and t test value for achievement between the pre and post measures for the experimental group**

| Variable | Measure | Mean | SD | T | Sig |
|---|---|---|---|---|---|
| Achievement | Pre | 12.25 | 5.51 | 11.78 | 0.000 |
| | Post | 21.25 | 5.38 | | |

On the other hand, table (6) shows the results of means, standard deviation, and t test value for achievement between the pre and post measure for the control group. The probability value (sig value) was less than (0.05) suggesting significant mean differences between the pre and post test. This difference was in favor of the post measure. Its mean was better (16.0) versus the pre measure mean (11.55).

**Table 6: Means, standard deviation and t test value for achievement between the pre and post measures for the control group**

| Variable | Measure | Mean | SD | T | Sig |
|---|---|---|---|---|---|
| **Achievement** | **Pre** | 11.55 | 4.01 | 10.54 | 0.000 |
| | **Post** | 16.00 | 4.27 | | |

The results related to the second question

2. Are there any significant differences (α=0.05) in the attitudes of Ninth grade students towards learning English grammar attributed to the teaching method (Bilingual or Monolingual)?

Table (7) indicates the values of means, standard deviation and relative importance for each item in the attitudes scale for both groups (experimental and control).Item (15) which states "I can understand most of English grammar rules when teacher uses code switching" has got the first order among the attitudes items (4.44±0.93) and satisfies a relative importance percent of (88.75%).

While item (31) which states "The teacher translate her foreign language most of the time in grammar class" has got the last order (2.28±1.17) and satisfied a relative importance percent of (45.5 %). The overall attitudes mean was (3.50±0.41) representing a relative importance percent of (40.06%).

**Table7: Means, standard deviation d and relative importance % for each item in the attitudes scale for both groups (experimental and control. N=80**

| | Items | Mean | SD | % | Order |
|---|---|---|---|---|---|
| 1 | I think learning English grammar by using English makes me lost. | 3.78 | 1.32 | 75.50 | 13 |
| 2 | I prefer learning English grammar by using Arabic language to develop myself. | 3.64 | 1.23 | 72.75 | 16 |
| 3 | I prefer learning English grammar by using English itself. | 2.73 | 1.50 | 54.50 | 27 |
| 4 | I could not understand any rules of grammar by using English itself. | 2.93 | 1.44 | 58.50 | 26 |
| 5 | I find English language is difficult to understand when used only in grammar class. | 3.08 | 1.36 | 61.50 | 22 |
| 6 | I can understand all rules of English grammar when used Arabic in grammar class. | 4.01 | 1.23 | 80.25 | 7 |
| 7 | I find using English language in grammar class is interesting. | 3.28 | 1.32 | 65.50 | 21 |
| 8 | I find using English language in grammar class is boring. | 3.08 | 1.44 | 61.50 | 23 |
| 9 | I feel comfortable and less stressed when teacher used Arabic language in teaching English grammar. | 3.94 | 1.15 | 78.75 | 11 |
| 10 | Learning English grammar by using Arabic helps me pass my examinations. | 4.00 | 1.08 | 80.00 | 8 |
| 11 | Learning English grammar by using Arabic helps me improve other language skills. | 4.06 | 1.14 | 81.25 | 6 |
| 12 | Using Arabic in English grammar class provides me with the opportunity to practice real language. | 3.75 | 1.16 | 75.00 | 14 |
| 13 | Using Arabic in English grammar class provides me with the opportunity to participate and giving example. | 3.95 | 1.11 | 79.00 | 10 |
| 14 | Using Arabic in English grammar class provides me with the opportunity to understand the application of grammar rules. | 4.23 | 0.91 | 84.50 | 2 |
| 15 | I can understand most of English rules when teacher switches language (using both English, Arabic). | 4.44 | 0.93 | 88.75 | 1 |
| 16 | Using English in grammar class helps me interact with teacher and students. | 3.04 | 1.53 | 60.75 | 24 |
| 17 | Using English in grammar class makes me think in English. | 3.79 | 1.23 | 75.75 | 12 |
| 18 | Using Arabic in English grammar class makes me think in Arabic. | 3.00 | 1.18 | 60.00 | 25 |
| 19 | I feel afraid to make mistakes when teacher using English only in grammar class. | 3.54 | 1.28 | 70.75 | 19 |
| 20 | Learning English grammar by using English itself is a waste of time. | 2.49 | 1.41 | 49.75 | 29 |
| 21 | I like my teacher to use Arabic in English grammar class. | 3.69 | 1.15 | 73.75 | 15 |
| 22 | Using Arabic is necessary to help define some new vocabulary items in grammar sentences | 4.11 | 0.86 | 82.25 | 4 |
| 23 | Using Arabic is necessary to explain complex grammar point | 4.11 | 0.91 | 82.25 | 5 |
| 24 | Using Arabic is necessary to explain difficult concepts or ideas in grammar | 4.14 | 0.95 | 82.75 | 3 |
| 25 | Using Arabic is necessary to give instructions in grammar application | 3.99 | 0.97 | 79.75 | 9 |
| 26 | Using Arabic is necessary to motivate students | 3.61 | 1.22 | 72.25 | 17 |
| 27 | Using Arabic should be stopped in grammar class | 2.36 | 1.33 | 47.25 | 30 |
| 28 | Using Arabic in English grammar class should be used as less as teacher can | 3.40 | 1.11 | 68.00 | 20 |
| 29 | Using Arabic in grammar class could make mixing in meaning | 2.65 | 1.20 | 53.00 | 28 |
| 30 | The teacher speaks English language most of the time in grammar class | 3.55 | 1.53 | 71.00 | 18 |
| 31 | The teacher translates her foreign language most of the time in grammar class | 2.28 | 1.17 | 45.50 | 31 |
| **Attitudes total** | | 3.50 | 0.41 | 70.06 | |

Table (8) indicates the values of Means, standard deviation and relative importance % for each item in the attitudes scale for the experimental group. Item (30) which states "The teacher speaks English most of the time in grammar class" has got the first order among the attitudes items (4.28±1.06) and satisfied a relative importance percent of (85.50%) while item (20) which states "Learning grammar by using English is a waste of time" has got the last order (2.10±1.15) and satisfied a relative importance percent of (42.0 %).

The overall experimental group attitudes mean was (3.43±0.41) representing a relative importance percent of (68.68 %).

**Table 8: Means, standard deviation and relative importance % for each item in the attitudes scale for the experimental group. N=40**

| | Items | Mean | SD | % | Order |
|---|---|---|---|---|---|
| 1 | I think learning English grammar by using English makes me lost. | 3.78 | 1.25 | 75.50 | 9 |
| 2 | I prefer learning English grammar by using Arabic language to develop myself. | 3.55 | 1.34 | 71.00 | 17 |
| 3 | I prefer learning English grammar by using English itself. | 3.13 | 1.26 | 62.50 | 23 |
| 4 | I could not understand any rules of grammar by using English itself. | 2.63 | 1.33 | 52.50 | 28 |
| 5 | I find English language is difficult to understand when used only in grammar class. | 2.78 | 1.31 | 55.50 | 26 |
| 6 | I can understand all rules of English grammar when used Arabic in grammar class. | 3.95 | 1.28 | 79.00 | 6 |
| 7 | I find using English language in grammar class is interesting. | 3.63 | 1.15 | 72.50 | 13 |
| 8 | I find using English language in grammar class is boring. | 2.55 | 1.40 | 51.00 | 29 |
| 9 | I feel comfortable and less stressed when teacher used Arabic language in teaching English grammar. | 3.60 | 1.30 | 72.00 | 14 |
| 10 | Learning English grammar by using Arabic helps me pass my examinations. | 3.95 | 1.01 | 79.00 | 7 |
| 11 | Learning English grammar by using Arabic helps me improve other language skills. | 3.93 | 1.23 | 78.50 | 8 |
| 12 | Using Arabic in English grammar class provides me with the opportunity to practice real language. | 3.60 | 1.24 | 72.00 | 15 |
| 13 | Using Arabic in English grammar class provides me with the opportunity to participate and giving example. | 3.78 | 1.17 | 75.50 | 10 |
| 14 | Using Arabic in English grammar class provides me with the opportunity to understand the application of grammar rules. | 4.03 | 0.86 | 80.50 | 4 |
| 15 | I can understand most of English rules when teacher switches language (using both English, Arabic). | 4.23 | 1.00 | 84.50 | 2 |
| 16 | Using English in grammar class helps me interact with teacher and students. | 3.25 | 1.46 | 65.00 | 21 |
| 17 | Using English in grammar class makes me think in English. | 3.73 | 1.28 | 74.50 | 12 |
| 18 | Using Arabic in English grammar class makes me think in Arabic. | 3.18 | 1.15 | 63.50 | 22 |
| 19 | I feel afraid to make mistakes when teacher using English only in grammar class. | 3.10 | 1.35 | 62.00 | 24 |
| 20 | Learning English grammar by using English itself is a waste of time. | 2.10 | 1.15 | 42.00 | 31 |
| 21 | I like my teacher to use Arabic in English grammar class. | 3.38 | 1.10 | 67.50 | 20 |
| 22 | Using Arabic is necessary to help define some new vocabulary items in grammar sentences | 3.78 | 0.89 | 75.50 | 11 |
| 23 | Using Arabic is necessary to explain complex grammar point | 4.00 | 0.88 | 80.00 | 5 |
| 24 | Using Arabic is necessary to explain difficult concepts or ideas in grammar | 4.05 | 1.06 | 81.00 | 3 |
| 25 | Using Arabic is necessary to give instructions in grammar application | 3.60 | 0.96 | 72.00 | 16 |
| 26 | Using Arabic is necessary to motivate students | 3.43 | 1.22 | 68.50 | 19 |
| 27 | Using Arabic should be stopped in grammar class | 2.65 | 1.41 | 53.00 | 27 |
| 28 | Using Arabic in English grammar class should be used as less as teacher can | 3.48 | 1.01 | 69.50 | 18 |
| 29 | Using Arabic in grammar class could make mixing in meaning | 2.90 | 1.32 | 58.00 | 25 |
| 30 | The teacher speaks English language most of the time in grammar class | 4.28 | 1.06 | 85.50 | 1 |
| 31 | The teacher translates her foreign language most of the time in grammar class | 2.50 | 1.11 | 50.00 | 30 |
| **Attitudes total** | | 3.43 | 0.41 | 68.68 | |

Table (9) indicates the values of Means, standard deviation and relative importance % for each item in the attitudes scale for the control group. Item (15) which states “I can understand most of English grammar rules when teacher uses code switching” has got the first order among the attitudes items (4.65±0.80) and satisfied a relative importance percent of (93.0%) while item (31) which states " The teacher translate her foreign language most of the time in grammar class " has got the last order (2.05±1.20) and satisfied a relative importance percent of (41.0 %) The overall control group attitudes mean was (3.57±0.40) representing a relative importance percent of (71.45 %).

**Table 9: Means, standard deviation and relative importance % for each item in the attitudes scale for the control group**

| | Items | Mean | SD | % | Order |
|---|---|---|---|---|---|
| 1 | I think learning English grammar by using English makes me lost. | 3.78 | 1.40 | 75.50 | 17 |
| 2 | I prefer learning English grammar by using Arabic language to develop myself. | 3.73 | 1.13 | 74.50 | 18 |
| 3 | I prefer learning English grammar by using English itself. | 2.33 | 1.62 | 46.50 | 29 |
| 4 | I could not understand any rules of grammar by using English itself. | 3.23 | 1.49 | 64.50 | 22 |
| 5 | I find English language is difficult to understand when used only in grammar class. | 3.38 | 1.35 | 67.50 | 20 |
| 6 | I can understand all rules of English grammar when used Arabic in grammar class. | 4.08 | 1.19 | 81.50 | 10 |
| 7 | I find using English language in grammar class is interesting. | 2.93 | 1.40 | 58.50 | 23 |
| 8 | I find using English language in grammar class is boring. | 3.60 | 1.30 | 72.00 | 19 |
| 9 | I feel comfortable and less stressed when teacher used Arabic language in teaching English grammar. | 4.28 | 0.88 | 85.50 | 5 |
| 10 | Learning English grammar by using Arabic helps me pass my examinations. | 4.05 | 1.15 | 81.00 | 11 |
| 11 | Learning English grammar by using Arabic helps me improve other language skills. | 4.20 | 1.04 | 84.00 | 8 |
| 12 | Using Arabic in English grammar class provides me with the opportunity to practice real language. | 3.90 | 1.08 | 78.00 | 14 |
| 13 | Using Arabic in English grammar class provides me with the opportunity to participate and giving example. | 4.13 | 1.04 | 82.50 | 9 |
| 14 | Using Arabic in English grammar class provides me with the opportunity to understand the application of grammar rules. | 4.43 | 0.93 | 88.50 | 3 |
| 15 | I can understand most of English rules when teacher switches language (using both English, Arabic). | 4.65 | 0.80 | 93.00 | 1 |
| 16 | Using English in grammar class helps me interact with teacher and students. | 2.83 | 1.58 | 56.50 | 25 |
| 17 | Using English in grammar class makes me think in English. | 3.85 | 1.19 | 77.00 | 15 |
| 18 | Using Arabic in English grammar class makes me think in Arabic. | 2.83 | 1.20 | 56.50 | 26 |
| 19 | I feel afraid to make mistakes when teacher using English only in grammar class. | 3.98 | 1.05 | 79.50 | 13 |
| 20 | Learning English grammar by using English itself is a waste of time. | 2.88 | 1.56 | 57.50 | 24 |
| 21 | I like my teacher to use Arabic in English grammar class. | 4.00 | 1.13 | 80.00 | 12 |
| 22 | Using Arabic is necessary to help define some new vocabulary items in grammar sentences | 4.45 | 0.68 | 89.00 | 2 |
| 23 | Using Arabic is necessary to explain complex grammar point | 4.23 | 0.95 | 84.50 | 6 |
| 24 | Using Arabic is necessary to explain difficult concepts or ideas in grammar | 4.23 | 0.83 | 84.50 | 7 |
| 25 | Using Arabic is necessary to give instructions in grammar application | 4.38 | 0.84 | 87.50 | 4 |
| 26 | Using Arabic is necessary to motivate students | 3.80 | 1.20 | 76.00 | 16 |
| 27 | Using Arabic should be stopped in grammar class | 2.08 | 1.21 | 41.50 | 30 |
| 28 | Using Arabic in English grammar class should be used as less as teacher can | 3.33 | 1.21 | 66.50 | 21 |
| 29 | Using Arabic in grammar class could make mixing in meaning | 2.40 | 1.03 | 48.00 | 28 |
| 30 | The teacher speaks English language most of the time in grammar class | 2.83 | 1.58 | 56.50 | 27 |
| 31 | The teacher translates her foreign language most of the time in grammar class | 2.05 | 1.20 | 41.00 | 31 |
| **Attitudes total** | | 3.57 | 0.40 | 71.45 | |

Table (10) shows the results of means, standard deviation and t test value for attitudes between the two groups (experimental and control) in the post measure. The probability value (sig value) was greater than (0.05) suggesting no significant mean differences between the two groups in the post measure for attitudes.

**Table 10: Means, standard deviation and t test value for attitudes between the two groups (experimental and control) in the post measure**

| Variable | Group | Mean | SD | T | Sig |
|---|---|---|---|---|---|
| **Attitudes** | **Exp** | 3.43 | 0.41 | 1.54 | 0.127 |
| | **Cont** | 3.57 | 0.40 | | |

# CHAPTER FIVE

## Discussion, Conclusion, and Recommendation

The objective of the study is to explore the effect of using the native language on grammar achievement and learning attitudes of Ninth grade EFL Jordanian students.

The results of the study revealed that there were significant differences between the two groups, group 1 and group 2 on the post test in the field of achievement. These differences were in favor of students in the experimental group.

The results of the first question can be explained by saying that using the native language may help students to formulate hypotheses about language and support them in developing explicit understanding about how grammar operates in the target language.

Similarly, Deller and Rinvolucri (2002) suggest that the students can profitably use (MT) to make comparisons between the grammar of their first and second languages. As shown clearly in the first question results, the differences between the two groups` achievements in the post test was in favor of the experimental group which had a mean (21.25), while the control group had a mean of (16.0). A possible explanation for this result that the experimental group who were taught English grammar by using English language supported by Arabic language, has complete proof that this method has been proved useful. This is clearly shown in their results with mean (21.25) because they used their grammar in L1 to help them understand their grammar in L2, get the best content instructions while learning English grammar rules in order to

avoid mistakes, learn how to invest their previous comprehension, and form new pattern to enable them to apply and use English grammar rules.

The results are in agreement with what cook (2000) conclusion that learners need a bilingual environment with a lot of code- switching and a focus on form and a bit of focus on meaning and use. Nigel, Ross (2006) argues that the real usefulness of translation in the EFL classroom lies in exploring it in order to compare grammar, vocabulary, word order. According to Linder "translation activities should be used and students should be supported by communicative and natural language learning method”.

The findings of first question showed quite similar results to previously conducted studies` of (Deller, Rinvolucri, Cook, Nigael, Ross, and Linder) highlight the importance of L1 in teaching L2.

Discussion of the second question:

Results revealed that there were no significant mean differences between the experimental and control group in the attitudes measure. The overall control group attitudes mean was (3.57±0.40) with representing a relative importance percent of (71.45%). On the other hand, the overall experimental group attitudes mean was (3.43±0.41) with representing a relative importance percent of (68.68%). The overall attitudes for both groups were (3.50±0.41) representing a relative importance percent of (40.06%).

According to Table (10) the probability value (Sig Value) was greater than (0.05) suggesting no significant mean difference between the two groups in the attitudes

of Ninth grade students towards learning English grammar that can be attributed to the type of teaching method.

The overall findings showed that, the majority of both groups (experimental and control) encouraged to use their mother tongue in learning English grammar rule, and they believe in the effectiveness and importance of L1 use. The results can be discussed in several ways by considering the items of questionnaire:

According to Table (7), item (15) which states "I can understand most of English language when the  teacher switches languages" has got the first rank among the attitudes item and satisfied a relative importance percent of (88.75%) for the attitudes scale for  both groups. The means of agreement for this statement in both groups are nearly the same. For the experimental group was (4.23) and for the control group was (4.65) which indicates that the function of L1 is really important to understand grammar rule.

On the other hand, item (31) which states " the teacher translate her foreign language most of the time in grammar class" has got the last rank and satisfied a relatively important percent of (45.5%) which emphasizes that native language should not dominate English grammar class, but learners` native language should be used when necessary.

According to Table (8) for the experimental group, item (31) which states “the teacher translates her foreign language most of the time in grammar class “has received more support from the students and has got the first rank among the attitudes items, and satisfied a relatively important percent of (85.50%).

Item (20) which states “Learning English grammar by using English itself is a waste of time" has got the last order and satisfied a relatively important percent of (42.0%) which indicates that the majority of students are interested in learning English grammar by using English itself.

The overall findings for the experimental group attitudes mean was (3.43±0.41) representing a relatively important percent of (68.68%). This shows that most of students prefer a bilingual method in teaching English grammar.

According to Table (9) for the control group, item (15) which states “I can understand most of English language when teacher switches languages “has got the first order among the attitudes items and satisfied relative importance of (93.50%) On the other hand, item (31) which states “the teacher translates her foreign language most of the time in grammar class" has got the last rank and satisfied a relatively important of (4.0%). The overall control group attitudes mean was (3.57±0.40) representing a relatively important of (71.45%).

According to Table (7) item (15) which states " I can understand most of English language when teacher switches languages " tries to elicit the students attitudes towards using code switching in teaching English grammar, it obtained the highest rank among the attitudes and satisfied a relatively important percent of (88.75%), which agrees with what Schweers (1999) emphasized teachers` incorporation of the native language into lessons to influence the classroom dynamic.

Item (14) which states “Using Arabic in English grammar class provides me with the opportunity to understand the application of grammar rules” has got the second rank among the attitudes` items with a relatively important percent of (84.50%). Among

the next three items in order of relatively important (22, 24, and 23) (See the appendix) highlight the importance of use L1 for explaining difficult concepts in grammar and for giving instructions with a relatively important percent of (82.75%, 82.25%, and 82.25%). Responses to these items regarding the use of L1 in explaining new words and grammatical rules, agree with what Nation (2003) and Auerbach (1993) suggest.

Among the questionnaire, items (6, 10, 11, and 25) (See the appendix) highlight the importance of mother tongue in explaining grammar, helping students pass the examination, improve other language skills and giving instructions in grammar application. The students response satisfied with a relatively important of (80.25%) for item 6, (80%) for item 10, (81.25%) for item 11, and (79.75%) for item 25.

Items (12, 13, 9, 7,and 1) (See the appendix) discuss the reaction of using the native language in grammar class on students` feeling, their comparisons of grammar and application of new grammar rules, with a positive important percent of (75.%, 79%, 78.75%, 65.60%, and75.50%).

Finally, the findings of this study showed the importance of L1 use in teaching English grammar in classroom, students need to resort to L1 occasionally to make sure that students only do this when they feel they cannot control in English. This indicates that we should use the native language when there is no way we can get students to understand or recognized through English; therefore the use of mother tongue in the grammar learning process should be used and recommended. My argument being that use of the mother tongue in English grammar classrooms in a fair and judicious way can be helpful and can facilitate in the learning and teaching of English grammar skills. We

should finally free ourselves of the old mistaken belief and try to commend the existed connection between the mother tongue and foreign language.

# Conclusion

My research results recommend and point to a careful use of native language when teaching grammar in the English classroom. However, the use of native language in teaching English grammar should be one of the many tools that teacher should use when dealing with grammatical aspects of language.

Using the students' native language in the classroom helping students to raise their awareness and knowledge about the similarities and differences between the two languages, and helping them to discover different methods to practice and to express themselves in the target language. The good teacher should know when and where the code switching is suitable.

## Recommendations

In the light of the findings of the study, the researcher recommends the following:

1. The Ministry of Education ought to give teachers proper trainings (workshop, seminars) on the role of native language in teaching English grammar for EFL classroom and strategies to improve students' motivation and efficiency by combining Arabic with English when necessary.
2. Teachers ought to deal with students' need and try to use Arabic language when necessary in English grammar classroom.
3. It is recommended for the writers of English courses for the basic stages should make reference for the students' mother tongue (Arabic) whenever suitable.
4. Further research may be conducted to investigate the effect of the use of the native language on reading, writing, and vocabulary separately.

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## Appendix 1

**Grammar Pre-Test**

**Ninth Grade** **Time: 30 minutes**

Q1. Use the correct form of the verbs in brackets to complete each sentence. Form Conditional sentences.

1) If I study, I ---------- ***( pass)*** the exams.

2) If the sun ---------- ***( shine)***, we will walk to the town.

3) If he ---------- ***( have)*** a temperature, he will see the doctor.

4) If the boys do not play football, the girls ---------- ***(not/ come)*** to the football pitch.

5) If Ahmad----------- ***(not/ buy)*** the book, his friends will be angry with him.

6) If she does not buy the novel, she ------------ ***(not/ pass)*** the literature test.

7) If I came home earlier, I ------------ ***( prepare)*** dinner.

8) If we ----------- ***( live)*** in Rome, Sandra would visit us.

9) If Jun and Tom ------------- ***( be)*** older, they would play in our hockey team.

10) If he ------------ ***( be)*** my friend, I would invite him to my birthday party.

Q2. Put the verbs in brackets into the gaps and form sentences. Use the will-future OR going to.

**1)** He ------------ the bottle of water**.** ***( drop)***

**2)** She----------- if you show her the spider**.** ***( scream)***

**3)** Lots of accidents ------------- in that weather**.** ***( happen)***

**4)** He------------ his friend. ***(phone)***

**5)** We ------------ a new computer game**.** ***(play)***

**6)** My sister ------------- TV. ***(watch)***

Q3. Re-order the words to make meaningful sentences, for giving advice.

**Example.** Were I in your situation, I would try to finish the assignment on time.

**(1)** were / I / supervisor / you / I / tell / my / would/ if /will

-------------------------------------------------------------.

**(2)** I / wouldn't / hard / if / so / I / in / position / your / work

-------------------------------------------------------------.

**(3)** were/ if/ I'd/ for Pearson's fantastic / you/ I/ English lessons/ sign up

-------------------------------------------------------------.

**(4)** do that/ I/ you/ were/ I/ if / wouldn't

-------------------------------------------------------------.

**(5)** you/ were/ I/ would/ more carefully/ if/ I/ drive/ in the rain

-------------------------------------------------------------.

Q4.Complete each adverb clause below with the correct word(s):

**1**. I'll let you know _________________ I come back.

(a) because (c) since

(b) after (d) whenever

**2**. _________________ I came to this country, I didn't speak a word of English!

(a) Before (c) Once

(b) Since (d) As long as

**3**. I'll cook supper___________ I come home.

(a) until (c) after

(b) as soon as (d) whenever

**Q5** HYPERLINK "http://www.englisch-hilfen.de/en/grammar/passive.htm" **.**

Rewrite the given sentences in the Passive voice.

**1)** Mr. Jones watches the film.
------------------------------------.

**2)** The people speak English.
------------------------------------.

**3)** He reads comics.
------------------------------------.

**4)** She does the housework.
------------------------------------.

**5)** She bought four apples.
------------------------------------.

**6)** We won the match.
------------------------------------.

**<u>The End</u>**

# Appendix 2

## Grammar Post Test
**Ninth Grade** **Time: 30 minutes**

Q1.Use the correct form of the verbs in brackets to complete each sentence. Form Conditional sentences.

1) If my friends --------- ***( come)***, I will be very happy.

2) If she earns a lot of money, she --------- ***( fly)*** to New York.

3) If we ------------ ***( travel)*** to London, we will visit the museums.

4) If you eat too much junk food, you ------------ ***(not/ lose)*** weight.

5) If Tom -------------- ***(not/ tidy up)*** his room, Victoria will not help him with the muffins.

6) If I ----------------- ***(not/ make)*** breakfast tomorrow morning, my sister will not love me anymore.

7) If Susan -------------- ***( study)*** harder, she would be better at school.

8) If they had enough money, they------------------ ***( buy)*** a new car.

9) If you did a paper round, you------------ ***( earn)*** a little extra money.

10) If Michael -------------- ***( get)*** more pocket money, he would ask Doris out for dinner.

Q2. Put in the verbs in brackets into the gaps and form sentences. Use the will-future or going to.

1) The teacher ------------this exercise. ***(explain)***

2) Hey John! Wait a minute. I ------------------- a word with you. ***( have)***

3) I think you ------------------- this job. ***( get)***

4) You ------------------ a picnic next Tuesday. ***( have)***

5) Jane---------------------- to the office. ***( go)***

6) They--------------- to the bus stop this afternoon. ***(walk)***

Q3. Re-order the words to make meaningful sentences, for giving advice.

**Example**: If I were in your situation, I would try to finish the assignment on time.

**(1)** I / more / you / exercise / get / I / would/ if/ were

---------------------------------------------------------.

**(2)** I / crazy / would / in / go / situation / your / were / I

---------------------------------------------------------.

(3) knew/ if/ she lived/ would/and see her/ were/ if /i / go

-----------------------------------------------------------------.

(4) tell her/ were/ you/ I/ if/ should/ I/ If

---------------------------------------------------------.

(5) my job/ I'd/ were/ I/ if/ change/ were / you

---------------------------------------------------------.

## Q4.Complete each adverb clause below with the correct word:

1. _________________ my father has high blood pressure; he has to watch what he eats.

(a) Before (c) When

(b) Until (d) Since

2. _________________ you stop crying, I'll buy you an ice cream.

(a) If (c) Although

(b) Since (d) Though

4. You should say goodbye to your brother _________________ you leave for Europe.

(a) before (c) unless

(b) while (d) since

## Q5. Rewrite the given sentences in the Passive voice.

1) They sing the song**.**
----------------------------------------.

2) The policemen help the children.
-----------------------------------------.

3) Mother waters the flowers.
-----------------------------------------.

4) The man stole the blue car.
-----------------------------------------.

5) The police arrested the thieves.
------------------------------------------.

6) Jack swam the 200 meters.
------------------------------------------.

**<u>The End</u>**

**Appendix3**

## Attitudes Questionnaire

Dear students,

This questionnaire has been designed to help you identify your attitudes toward learning English grammar by using monolingual or bilingual methods. Read each statement and then mark the one that best applies to you:

SA= strong agree

A= agree

NANDA= neither agree nor disagree

DA= disagree

SD= strongly disagree

Thank you so much for your cooperation

The researcher

Heba Damra

| No | Statement | SA | A | NAND | D | SD |
|---|---|---|---|---|---|---|
| 1. | I think learning English grammar by using English makes me lost. | | | | | |
| 2. | I prefer learning English grammar by using Arabic language to develop myself. | | | | | |
| 3. | I prefer learning English grammar by using English itself. | | | | | |
| 4. | I could not understand any rules of grammar by using English itself. | | | | | |
| 5. | I find English language is difficult to understand when used only in grammar class | | | | | |
| 6. | I can understand all rules of English grammar when used Arabic in grammar class. | | | | | |
| 7. | I find using English language in grammar class is interesting. | | | | | |
| 8. | I find using English language in grammar class is boring. | | | | | |
| 9. | I feel comfortable and less stressed when teacher used Arabic language in teaching English grammar. | | | | | |
| 10. | Learning English grammar by using Arabic helps me pass my examinations. | | | | | |
| 11. | Learning English grammar by using Arabic helps me improve other language skills. | | | | | |
| 12. | Using Arabic in English grammar class provides me with the opportunity to practice real language. | | | | | |
| 13. | Using Arabic in English grammar class provides me with the opportunity to participate and giving example. | | | | | |
| 14. | Using Arabic in English grammar class provides me with the opportunity to understand the application of grammar rules. | | | | | |
| 15. | I can understand most of English rules when teacher switches language (using both English, Arabic). | | | | | |
| 16. | Using English in grammar class helps me interact with teacher and students. | | | | | |
| 17. | Using English in grammar class makes me think in English. | | | | | |
| 18. | Using Arabic in English grammar class makes me think in Arabic. | | | | | |
| 19. | I feel afraid to make mistakes when teacher using English only in grammar class. | | | | | |

| No | Statement | SA | A | NAND | D | SD |
|---|---|---|---|---|---|---|
| 20. | Learning English grammar by using English itself is a waste of time. | | | | | |
| 21. | I like my teacher to use Arabic in English grammar class. | | | | | |
| 22. | Using Arabic is necessary to help define some new vocabulary items in grammar sentences | | | | | |
| 23. | Using Arabic is necessary to explain complex grammar point | | | | | |
| 24. | Using Arabic is necessary to explain difficult concepts or ideas in grammar | | | | | |
| 25. | Using Arabic is necessary to give instructions in grammar application | | | | | |
| 26. | Using Arabic is necessary to motivate students | | | | | |
| 27. | Using Arabic should be stopped in grammar class | | | | | |
| 28. | Using Arabic in English grammar class should be used as less as teacher can | | | | | |
| 29. | Using Arabic in grammar class could make mixing in meaning | | | | | |
| 30. | The teacher speaks English language most of the time in grammar class | | | | | |
| 31. | The teacher translates her foreign language most of the time in grammar class | | | | | |

**The End**

**Instructional Material**

# 7 Finding answers

## Language practice

### Help box

Use *will* to predict the future.
*The weather will get hotter – it won't get colder.*
Use *will* for actions that we decide now, at the moment of speaking.
*I'll make some tea.*
Use *going to* for actions that we have decided before we speak.
*I'm not going to watch TV tonight. I'm going to read a book.*
For suggestions and offers, use *Shall I / we ...?* or *I'll ...*
*Shall I give you a lift to the station?*

**1 Cross out three items that are NOT useful on a camping trip in the desert.**

a first-aid kit, a signal mirror, a fishing line and hooks, oars, signal flares, sea-sickness tablets, an emergency blanket, a whistle

**2 Write P for a prediction or D for a decision. Complete the sentences with the correct form of *will* or *going to*.**

1. I'm sure it won't (not) rain. The sky looks clearer now. P
2. Amal is very good at Science. I think she will ........ be a famous doctor one day. P
3. What are you going to (you) do when you finish school? D
4. I've decided – I am going to study French next year, as well as Biology. D
5. If we don't hurry up, we will not (not) get to school on time. P

**3 Offer to help in these situations.**

1. I need help with my homework.
   Shall I help you? / I'll help you.
2. I would like to close the window, but it's too high for me.
   Shall I close the window for you?
3. Grandmother needs someone to do the shopping for her.
   I'll do the ........ shopping for her.
4. I'd love to learn to speak German.
   I speak German. Shall I teach you?

### Help box

Use *if* + present simple + *will / won't* for things that will possibly happen.
*If the tickets are too expensive, we won't be able to go.*
*If we have time, we'll go and see the counsellor.*
We can put the 'if part' or the 'will part' of the sentence first.
*If he doesn't feel well, he won't go to school.*
*He won't go to school if he doesn't feel well.*
We usually put a comma after the 'if part' of the sentence.

**4 Imagine you are going to a language school in London. Write questions and answers. What will happen if ...?**

1. you go to London without your friends?
   Q: What will happen if you go to London without your friends?
   A: (not know anyone) If I go to London on my own, I won't know anyone.
2. you don't know anyone in London?
   Q: What will happen if you don't know
   A: (have to speak English)
3. you speak only English for a week?
   Q: What will happen if you speak English
   A: (improve a lot)
4. your English gets much better?
   Q: What will happen if you English gest
   A: (do well at school)
5. you do well in your exam?
   Q: what will happen if you do well in your
   A: (go to university)

# Help box

Join sentences with these words or phrases.
*when* = at the time something else happens
*Can you call me when dinner is ready?*
*as soon as* = immediately
*As soon as I saw the advertisement, I phoned to book some tickets.*
*until* = up to a point in time
*They played football in the park until it got dark.*
*before* = at an earlier time
*It's best to get there at 8 am, before the crowds of tourists arrive.*
*after* = at a later time
*After I had seen the film, I read the book.*

**5 Circle the correct word.**



I didn't know a crab could climb a tree, (1) *as soon as / after / until* I read it in a book. It's amazing! This kind of crab is called a Coconut Crab. (2) *Before / When / Until* it gets hungry, it climbs up a palm tree. (3) *Before / Until / After* it gets a coconut, it cracks it open with its claws. It doesn't wait (4) *until / as soon as / before* it gets back down on to the beach (5) *as soon as / after / before* eating the coconut. It starts eating (6) *before / until / as soon as* it picks the coconut!

**6 Rewrite the sentence pairs as one sentence. Use the words in brackets.**

1. I'll stay indoors. It hasn't stopped raining. (until)
   I'll stay indoors until it stops raining.
2. Promise you'll phone me and tell me. You get your results later. (as soon as)
   Promise you'll phone me and tell me as soon as
3. I'll come out with you. I finish work at 5 o'clock. (after)
   I'll come out with you after I finish work at 5 o'clock
4. You can wait here. It's not time for you to go home. (until)
   You can wait here until it's not time for you to go home
5. ... never seen her. I met her at the ...ference. (before)
   never seen her before I met her at the conference
6. I'll phone you. I get to the station at 4 o'clock. (when)
   I'll phone you when I get to the station at 4 o'clock

**7 Match the sentences with the pictures.**

**How does a snake lose its skin?**




1. The snake comes out of the egg. It loses the outer layer of its skin. This process will happen many times right up to the time the snake dies. Picture ...b...
2. The snake grows, but the outer layer of skin doesn't grow. Picture ...c...
3. The skin gets tight. The snake rubs against a tree. Picture ...d...
4. The skin begins to get loose. The snake slides out of it. Picture ...a...
5. The snake loses the old skin. First, it grows a new skin underneath. The old skin has dropped off. The snake has a shiny new skin. Picture ...e...

**8 Now rewrite the sentences. Use the words given.**

1. As soon as ...................... outer layer of its skin.
   This will happen ......................
   until ...................... dies.
2. When ......................
   ...................... doesn't grow.
3. When ......................
   ...................... against a tree.
4. As soon as ......................
   ...................... out of it.
5. Before ......................
   ...................... a new skin underneath.
   After ......................
   ...................... a shiny new skin.

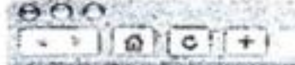
Self-assessment

Phone in/another? English? get much? you excuse




## Reading

**More questions you've always wanted to ask – answers you've always wanted to know!**



**Can water go bad?**

As you know, water can be stored in wells until you need it. But will it still be fresh when you want it? Water *can* go bad. If you store it in an open container, insects and other tiny organisms will make their homes in the water. You won't want to drink that water. It can also go bad in a closed container, unless chemicals have been added before it goes into the container. If you add chlorine or iodine, it will stop bacteria from forming.

**Can lightning strike you when you are indoors?**

Yes, it can, and every year, over 1,000 people will get hit by lightning this way. When lightning strikes a phone line, it travels down the phone line, and if you are holding the phone at that time, it will reach you. So if there is a lightning storm, you should not use the phone. You should not be in the bath or shower, either, because lightning can strike metal pipes and cause an electric shock. It's best to stay away from computers too – anything that can carry an electrical charge from the lightning to your body.

**What will happen if all the icebergs melt?**

We all know that the Earth is getting warmer. This will cause the icebergs to crack and pieces will break off. And when that happens, the water level will rise. Scientists have predicted a sea level change by the year 2100. They estimate that the sea will rise 50 centimetres, on average, by that time. The rise will come from warmer sea temperatures, and from melting ice. This rise in sea level will have a dramatic effect on coastal cities and towns all over the world.

**1 Read the text and decide if the sentences are true (T) or false (F).**

1. If you store water in a closed container, it will not go bad.
2. Chemicals can be added to water to stop bacteria from forming.
3. It isn't dangerous to use the phone during a lightning storm.
4. If you want to have a bath, it's better to wait until the storm is over.
5. Any electrical object can increase the danger of injuries by lightning.
6. If we don't try to stop the Earth from getting warmer, sea levels will rise in future.
7. Rising sea levels won't be a problem.

**2 Match the beginnings and the ends of the following sentences.**

1. It's possible to store water
2. Many people are struck by lightning
3. Avoid having a bath during a lightning storm
4. Pieces of ice will break off the icebergs
5. Your home might be damaged by flooding in the future

a. in their homes every year.
b. if the sea continues to become warmer.
c. if you live by the coast.
d. because you can get an electric shock from the metal pipes.
e. until you need to use it.

## Writing

**Write instructions. Use the pictures to help you.**

**How do you make tea?**

**1.**



**2.**



**3.**



**4.**



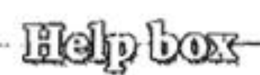


**5.**



**6.**






Use these words: *first, then, next, after that, finally.*

# 8 Solving problems

## Language practice

### Help box

Use *if* + past simple + *would / wouldn't* for imaginary situations.
*If you told me a secret, I wouldn't tell anyone.*
*If I wanted to get fit, I would do regular exercise.*
We can put the 'if part' or the 'would part' of the sentence first.
*If I got some money for my birthday, I would save up for a new CD player.*
*I would save up for a new CD player if I got some money for my birthday.*
We usually put a comma after the 'if part' of the sentence.

**1 Write sentences with these words.**

1. If / she / want / me / to help / her, she / ask / me.
   If she wanted me to help her, she would ask me.
2. I / do / it / if / you / ask me.
   I would do it if you asked me.
3. If / I / break / my mother's vase / she / be / very angry.
   If I broke me mothers vase.
4. You / not be / so tired / if / you / go to bed / earlier.
   you would not be so tired If you
5. If / I / left / my homework / at home / I / get into trouble.
   If I left my homework at home

**2 Write the correct form of the verbs in brackets.**

**Fahed:** Do you want to come to the zoo with me tomorrow, Yousuf?
**Yousuf:** I (1) would go (go) if I (2) had (have) some money.
**Fahed:** Well, if you (3) did not spend (spend) a lot of money on computer games, you (4) would be (be able to) go to the zoo!
**Yousuf:** I know, you're right. If my brother (5) Lent (lend) me his games, I (6) would not have (not have to) buy them myself!
**Fahed:** If you (7) offered (offer) to lend him some of your games, maybe he (8) would feel (feel) bad about his selfishness.
**Yousuf:** Mmm, if you (9) knew (know) my brother better, you (10) would not say (not say) that!

Excellent

**3 How would things be different? Read each situation and complete the sentences.**

1. I'm not going to watch the football match tonight. It ends so late.
   If the football match didn't end so late, I would go and watch it tonight.
2. We don't speak English outside the classroom, so we don't improve.
   We ........ ........ if ........ ........ outside the classroom.
3. The weather is bad, so we are not going to the beach.
   If the weather ........ ........ ........ ........ to the beach.
4. I can't help you. I'm not good at Maths.
   If I ........ ........ good at Maths, ........ ........ ........
5. I don't understand this book. The language is so difficult.
   I ........ ........ this book ........ ........ so difficult.

**4 OVER TO YOU Write sentences.**

What would you do if ...
- you found someone's keys in the street?
- you forgot your mother's birthday?
- you lost your new bicycle?
- you borrowed a friend's scarf, then lost it?

## 5 Complete the dialogue. Use these words or phrases.

a club   a hobby   friends   in touch   pieces   sad   something new   sorry   the problem   to people

1.
A: I feel (a) Sad that you're leaving the school, Majeda.
B: So do I. We must promise to keep (b) in touch.

2.
A: I'm bored, Mum!
B: If I were you, I'd take up (c) a hobby. Join (d) a club or something – it's a good way to make new (e) friends and talk (f) to people. If you started (g) something New, it would stop you from being bored.

3.
A: Mrs Hakim, I want to say (h) sorry about what happened to your vase. I was carrying it to the shelf when I dropped it and it broke into two (i) pieces. I promise I'll try and mend it with glue. That should solve (j) the problem

### Help box

Use *If I were* ... to imagine what you would do if you were in someone else's place, or if your situation was different.
*If I were you, I'd apologise to the teacher for being so impolite.*
*If I were rich, I would buy my parents a new car.*

## 6 Rewrite Naser's mother's warnings. Use *If I were you, ...*

1. Don't come home too late.
If I were you, I wouldn't come home too late.

2. You should take a coat
If I were I would take coat

3. You shouldn't wait for the bus alone.
If I were you I would not alone

4. Take some money with you.
If I were you, I would you.

5. Find out what time the last bus leaves.
If I were you, I would leaves.

## 7 OVER TO YOU Are you a good friend? Try the quiz!

**Circle the best answer.**

1. Your best friend has got a new shirt. You don't think it suits her. If she asked you what you thought, you would ...
   a) tell the truth.
   b) pretend you didn't hear the question.
   c) tell her to ask someone else.
2. If you walked past some people at school, who were saying bad things about a friend of yours, you would
   a) stop them and tell them they were wrong.
   b) carry on walking, and pretend you didn't hear.
   c) tell your friend what you had heard.
3. If your best friend was angry with you, you would ...
   a) ask what was wrong.
   b) ignore the problem.
   c) get angry, too.

Score:
**Mostly a:** I'd be pleased to have a friend like you.
**Mostly b:** If I were you, I'd try to be a better friend.
**Mostly c:** If I were you, I'd be grateful I had any friends at all! You should treat your friends with more respect.



Skills development

## Reading

### Why can't I remember?!

We all forget things – and it's true that as we grow older, it becomes harder to remember things as quickly as we used to. But just like any other part of the body, the brain, and the power of memory, can be exercised, and improved.

Here are some tips for improving memory.

**Association** This can be a helpful way to remember names, for example. Try to associate the name of someone with another image, something that reminds you of that name. Imagine meeting someone called Mike, for example – try to visualise a microphone to remember his name. The next time you meet Mike, you'll immediately think of a microphone, and you won't need to be embarrassed by forgetting his name.

**Acronyms** are a good way to memorise lists, or any sequence of items. An acronym is a word or phrase made from the initial letter or letters of other words. Acronyms are very common in everyday language: NBA (National Basketball Associations) and SCUBA (Self Contained Underwater Breathing Apparatus) are just two examples of acronyms that have now become words in their own right.

**Acrostics** are sentences made up to remember items. An example is the sentence to remember the order of the planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). You take the first letter of each planet's name – m, v, e, m, j, s, u and n – to make up a sentence, for example: 'My very elegant mother just served us noodles.'

**Chunking** This is especially useful for remembering numbers. It is based on the idea that we can only remember about seven items in our short-term memory.
Chunking involves breaking up a long number into smaller pieces. A telephone number of 97472365 would be easier to remember like this: 97-47-23-65. Or, if you can find a meaningful 'number' inside the item you need to remember, you can chunk it differently: 9-(Boeing)747-2365.

**1** Read these people's tips. What technique do they use to help them remember?

1. I always remember how to spell *because*: Big elephants can't actually use small entrances. Acrostic
2. I'm always amazed at the way the head teacher remembers every student's name. Then one day I overheard him as he met a new student. While the student was walking away, the head teacher said to himself, '*Claire* – she has *clear* eyes.' Every time he saw her, he remembered that she had clear eyes and her name is Claire. Association
3. The way I remember my mobile phone number is this way: 76 (James Bond double oh 7) 42 (my father's age) 1971 (before I was born!) And that's it – 76007 42 1971. Chunking
4. I had to find my way from the station to a house in London once. I just kept saying to myself, **DESH!** It was the initial letters of the street names I had to pass: **Dalling Street, Edgar Avenue, Shirley Street, Herrick Road.** Acronyms

**2** OVER TO YOU Can you work out a way to remember the correct order of the colours of the rainbow? (red, orange, yellow, green, blue, indigo, violet)

## Writing

**Compare the following sports and activities, and write explanations for your choices.**

**Sports:** cycling, basketball, football, volleyball, gymnastics, athletics, boxing
**Explanation:** difficult, fun, easy, tiring

**Free time activities:** watching TV, reading, listening to music, doing art, doing puzzles, playing games
**Explanation:** relaxing, interesting, creative, useful

### Help box

Use the following phrases to help you explain your reasons.

To give your personal opinions: *I think, in my view / opinion*
To contrast ideas: *however, on the other hand, but*
To add to an idea: *furthermore, also, in addition, as well as*

**First, read Tina's choices and explanation. Answer the questions and complete the gaps.**

**A. 1. What is she comparing?**
**2. What criteria does she choose?**

**B.** I think (a) .................................. is much more (b) .................. .. than any of the others. For example, you have to concentrate when you're doing it. It's not as easy as just sitting on the sofa, pressing a button on a remote control! On the other hand, (c) ...... .............. can be better when you are really tired after a long day studying. You don't always feel like using your brain when you're trying to rest at home, as well as at school!

**C. Now compare two or more activities.**

## Module 4: Progress Test

### Reading



**What has the following food and drink got in common?**

*curry, kebabs, tabbouleh, hummus, coffee*

They all have an Arab connection!

For instance, did you know that coffee was first used and grown in Yemen, as long ago as the 10th century? The Yemenis used to boil the beans, and so they created the drink, Al-Qahwa, coffee.

One of the most important of the early Arab writers on coffee was Abd al-Qadir al-Jaziri. In his writings of 1587 he tells how one Sheikh, Jamal-al-Din al-Dhabhani, mufti of Aden, used coffee as a medicine to cure his illness. He recovered, and at the same time, discovered that coffee made him feel more energetic, cleared his headaches and kept him awake.

It then spread through the whole of the Middle East, as people travelled and took it with them. It reached Turkey in the 15th century, and Egypt in the 16th century.

The trade between Venice, Italy and Egypt brought the drink of coffee to Europe, where it was very popular. The first coffee houses opened in Venice in 1645, and a little over seventy years later, there were 208 coffee houses in Venice alone! From Italy, the popularity of the drink spread to the rest of Europe.

Nowadays, many people all over the world enjoy a cup of coffee.

**1 Read the article and number the events 1–6 in the correct order.**

- a. The drink spread throughout Europe.
- b. Coffee was used to cure someone.
- c. Coffee reached Egypt.
- d. The Yemenis grew coffee beans.
- e. The first coffee house opened in Venice.
- f. People travelling through the Middle East introduced many countries to Al-Qahwa.

**2 Find words or phrases in the text which mean:**

1. share the same thing ..........
2. a hundred years ..........
3. lively ..........
4. reach other parts ..........
5. the business of buying and selling things ..........
6. when something is liked by many people ..........

## Language practice

**1** **Write sentences about Ali's plans.**

Monday – meet Obaid at the library
Tuesday – practise with the volleyball team
Wednesday – finish the Maths homework
Thursday – start the History project
Friday – visit Grandmother
Saturday – go swimming, play tennis
Sunday – finish the History project

**Refer to**

the Assessment tools on page 80 to assess your performance.

On Monday, he's going to meet Obaid at the library.

1. On Tuesday, ..........................................
2. On Wednesday, ..........................................
3. On Thursday, ..........................................
4. On Friday, ..........................................
5. On Saturday, ..........................................
6. On Sunday, ..........................................

**2** **Write these people's predictions about the future.**

1. There .................... be computers on every desk at school.
2. Some people think there .................... be any teachers. But we .................... always need human teachers. Computers .................... be able to teach us everything!
3. Cars .................... be used any more. We .................... have personal aeroplanes instead.
4. The weather .................... be warmer all over the world. In wet countries like Britain, there .................... be palm trees and tropical fruit.

**3** **Complete the offers of help. Then match them with the situations.**

a. I've forgotten my ruler.
b. I just haven't got time to take these books back to the library.
c. What are we going to buy Rakan for his birthday?
d. I can't find my purse!
e. I can't read the sign I've forgotten my glasses.
f. It's really noisy in here, I can't hear what you're saying.

1. .................... read it to you. ____
2. .................... turn the music down a bit? ____
3. .................... get him a book? ____
4. Don't worry, .................... help you look for it. ____
5. .................... lend you mine. ____
6. .................... take them for you. ____

## 4 Complete the questions and answers. Use *will / won't.*

1. Q: What / you do / if / you / be / late?
   What will youdo If you are Lat?
   A: If / I / be / late / I / phone you.
   If I am Late, I will phone you.
2. Q: What / you buy / if / you go / shopping today?
   what will you buy If you go shopping tody?
   A: If / I go / shopping / I / buy / some new pens.
   ......
3. Q: How / you get home / if / you miss / the train?
   How will you get home if you miss the train?
   A: I / go / by bus / if / I miss / the train.
   ......

excellent!

## 5 Circle the correct word or phrase.

1. I'll phone you *until* / *as soon as* I arrive.
2. I always brush my teeth *before* / *as soon as* I go to bed.
3. I hope I manage to see you *until* / *before* you go on holiday.
4. *When* / *After* a few hours, I got tired of playing video games.
5. *As soon as* / *When* you see Abeer next time, tell her I said hello.
6. Do we really have to wait *before* / *until* July to visit them?

## 6 Complete the sentences about imaginary situations. Use the words in brackets.

1. What would you do (you do) if you found (you find) money in the street?
2. If a tourist asked (ask) you to recommend an interesting place to visit in Jordan, what would you say (you say)?
3. If I weren't (not be) interested in art, I wouldn't go (not go) to the art gallery.
4. Siham wouldn't (not invite) you to dinner if she didn't want (not want) you to come.
5. I would buy (buy) a new camera if I had (have) enough money.
6. If I won (win) a holiday anywhere in the world, I would go (go) to Japan.

## 7 Give advice to Yousuf.

I'm taking up running. Have you got any advice for me?

get the right shoes
don't run in the dark.
If I were you, I'd get the right shoes.
If I were you, I wouldn't run in the dark.

1. warm up before you start.
   If were you, I'd warm up before you Start.
2. don't do too much at first.
   If were you, woudn't do too much at first.
3. increase the distance slowly and regularly.
   If were you, I'd increase the distance slowly ....
4. wear comfortable clothing.
   If were you I'd wear comfortable clothing.
5. don't eat just before running.
   If were you I'd wouldn't eat just befor runing.

## Writing

**Write a letter giving advice to this student.**

*I am a student, preparing for my final exams. I don't know what type of study timetable I should plan. For example, is it better to study the night before the exam, or should I relax just before the exam? Should I study all day, or spread the work across different days? How can I remember all the things I have to learn?*

*Sa'ad*

**1. Look at the outcomes on page 53 of the Student's Book.**

**How did you find:**

| | easy? | difficult? | useful? | not useful? | interesting? | not interesting? |
|---|---|---|---|---|---|---|
| making decisions? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| talking about conditions? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| solving problems? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| giving advice? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| writing explanations? | | | | | | |

**2. Was the reading** in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?..........

**3. Was the listening** in this module
easy? ☐ difficult? ☐
interesting? ☐ not interesting? ☐
What was your favourite passage in this module?..........

**4. Was the writing** in this module
easy? ☐ difficult? ☐
What did you do to plan your writing? How can you improve?
..........

**5. Was the vocabulary** in this module
easy? ☐ difficult? ☐
Are there any words or sounds that you have difficulty with?..........
..........

**6.** Write your result from your Progress Test..........
What did you do well in?..........
..........
What do you need to revise?..........
..........

**7.** Was the grammar in this module
easy? ☐ difficult? ☐

Module 5 Challenges & exploration

# 9 Emergency & rescue

## Language practice

**1 Read the extracts from newspaper reports. Which of the following are they describing?**

earthquake flood hurricane drought tsunami volcano avalanche

1. The liquid rock flowed out towards the town. Volanoc
2. Fast winds around the eye at over 120 kilometres per hour. hurricane
3. It measured 8.2 on the Richter scale. earthquake
4. Killer waves were 30 metres high. Tsunami
5. The heavy rainfall caused the walls of the dam to break, and water poured into the town. flood.
6. There has been no rain for over three months, and crops have failed. drought
7. When huge amounts of snow began to slide down the mountain sides, onto the town below. avalanche

### Help box

Use the present passive to talk about processes and facts. Use it when the focus is on the action, not on who does it.

*Every year new technology is developed to warn people about possible disasters.*

*Walls are being built to keep the sea from flooding the village.*

Use the passive with *can* to talk about possibility.

*Storms can be predicted by satellites.*

When it is important to say who did the action, use *by*.

*There has been an earthquake. People are being rescued by helicopter.*

important

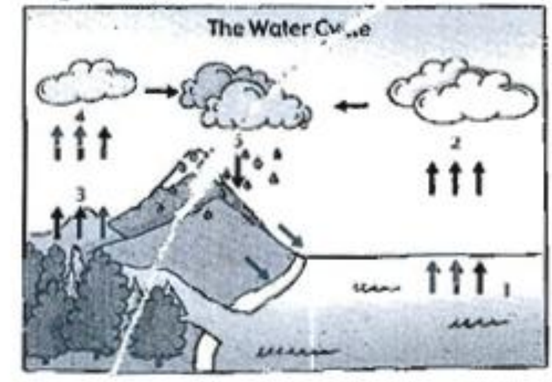
**2 Rewrite these sentences in the passive.**

1. If you get hungry, you can buy snacks at the shop.
   If you get hungry, snacks can be bought at the shop.
2. Every year, thousands of tourists visit the islands.
   Every year, We reycle PaPer and
3. We recycle paper and make new products.
   Paper is recycled New Proaducts are
4. Scientists can predict natural disasters more accurately these days.
   Natural disasters can be Predicted
5. They are building new walls around the village to stop flood water.
   New walls are being built

**3 Look at the picture and complete the text. Use the correct passive form of the verbs in brackets.**

**How rain is formed**

The water in the ocean (1) is heated (heat) by the sun. The water (2) is turned (turn) into tiny droplets in clouds. At the same time, plants and trees lose water from their leaves, too. This water (3) is carried (carry) into the air too, and clouds (4) are also formed (also form) this way. When the clouds move over cool air on the land, rain (5) is formed (form). The rain falls back into the sea and the land, and the whole water cycle starts again.



## 4 Complete the text with these words.

found got lost rescued saved search sunk stranded

**Teenagers (1) rescued in storm at sea**

After a terrifying few days for a group of teenagers and their worried parents, they were brought home safely yesterday. The teenagers were on a canoeing trip near Sandy Beach, when a sudden change of weather meant they (2) got lost in heavy fog. Moments later, a storm came up and rescue boats were sent out to (3) search for the teenagers. But although the rescuers (4) found the canoes quite quickly, there was no sign of the teenagers until a while later. 'At least we knew the canoes had not (5) sunk,' said the rescue team. 'Eventually, we found the teenagers – they were (6) stranded on a tiny island. They managed to hold on to some trees there, while their canoes were swept away in the storm.'

'As soon as we heard the sound of the motorboats, we knew we were going to be (7) saved,' said the relieved teenagers.

### Help box

Use the past passive to talk about processes and facts in the past. Use it when the focus is on the action, not on who does it.

When it is important to say who did the action, use *by*.

*The city of New Orleans was badly damaged by Hurricane Katrina in 2005.*

*The climbers were rescued from the top of the mountain.*

## 5 Choose the correct words.

1. This painting was painted by Monet in the 19th century.
   a) is (b) was c) is being
2. The ancient pyramids were built by the Egyptians.
   (a) were b) are being c) are
3. Today, millions of mobile phone calls are being made every second.
   a) were (b) are being c) can
4. Traditionally on this day, special food was eaten, and this is still the case today.
   a) can be b) is being (c) was
5. Exams in Jordan are usually done at the end of each school semester.
   a) can be b) were (c) are

## 6 Complete the text with the correct passive form of the verbs in brackets.

Paper (1) was first used (first produce) as early as 3000 BC in Egypt, Ancient Greece and Rome. It (2) was made (make) from a plant called papyrus. Later, papyrus (3) was replaced (replace) by sheep skin or calf skin. The skins (4) were first used (first stretch), then (5) dried (dry) to make them hard. In China, writing (6) was done (do) on bamboo. Silk (7) was also used (also use), but it was very expensive. The idea for making paper from wood, (8) developed (develop) in China. Today, paper (9) is considered (consider) to be one of the great Chinese inventions. However, it is also possible to make paper from other materials: wheat straw and sugar cane (10) can be used (can use) for example. Today, recycling paper is essential, if we want to continue producing paper in the future.




## Reading

**Project: Jobs**

A magazine recently did a survey to find the top ten jobs in the country. It compared them, using criteria such as earnings, level of difficulty or stress and the positive and negative factors of each one. Here is the list of the top ten jobs.

1. Software designer
2. College professor
3. Financial advisor
4. Personnel manager
5. Doctor or nurse
6. Market research analyst
7. Computer technician
8. Property agent
9. Pharmacist
10. Psychologist

We decided to look at some of the jobs on the list.

A. In today's world, lots of people feel under stress or worried about something, so the need for people in this job is growing. The pay is good, the hours are flexible and it's very rewarding to feel you are helping people. The worst thing about it? Many years of study!

B. Demand for people in this job is also growing, mainly because we are all living longer! More and more drugs are being developed, and people are needed to sell these medicines to patients. People qualified to do this job can also give advice to people about medicine and treatment for illnesses. It isn't so pleasant having to talk to angry patients, though.

C. *These professionals are needed in almost every field today. That's why this is one of the fastest-growing jobs in the world. You need to be very good at maths and problem solving. You can end up working long hours, but on exciting projects like designing new video games or life-saving medical equipment. The money is very good - but many people in this area of work suffer from eyestrain, backache, hand and wrist problems.*

D. Are you the kind of person who always wants to find out what the next trend is? Then this could be the job for you. Before any product or service is developed, companies use people to do surveys, to collect information from possible customers and find out whether the product or service will be popular. You could be working on a lot of different projects, from testing a new car, to finding out which politician people will vote for. Exciting? Yes - but working with graphs, data and calculations - maybe not!

**1** **Read the text. Which of the ten jobs are described in the texts?**

A. Psychologist B. Pharmacist
C. Software disigner D. mark research analysl

**2** **Read the text again and complete the chart. Write one example of one advantage and one disadvantage of each job.**

| Job | Advantage | Disadvantage |
|---|---|---|
| A | | |
| B | | |
| C | | |
| D | | |

**3** **OVER TO YOU Which of the four jobs described in the list do you think is the most interesting? Which one are you most or least suited to? Why or why not?**

## Writing

Use the information in the table to complete the text.

| | Bank clerk | |
|---|---|---|
| **Place of work** | in a bank or financial department of a company | |
| **Uniform** | usually, in a bank | |
| **Requirements** | be able to speak the language of the country | |
| **Abilities** | good at working with people, good at working with numbers and sums. | |
| **Study** | must have good school leaving qualifications. | |
| **Hours of work** | office hours | |
| **Career prospects** | depends on experience and progress at work. | |

A bank clerk usually works in (1) a bank ............, but it is also possible to do this sort of work in (2) ............ If the clerk works in a (3) bank ............, it is usually a requirement to wear (4) uniform ............ It isn't important to be physically strong or fit for this job, but you must (5) ............ You should also be (6) ............ and (7) sums ............ In order to become a bank clerk, (8) good school leaving ... are essential. The hours are usual (9) Hours of work and the career prospects are good, if (10) you have experience and [illegible] at work.

**Now complete the table with information about a job of your choice.**

**Use the notes in the table to write a paragraph about this job.**

**Refer to**

the Assessment tools on page 30 to assess your performance.

**أثر استخدام اللغة الأم على تحصيل طلبة المرحلة الأساسية في قواعد اللغة الانجليزية وعلى اتجاهاتهم نحو تعلمها في الأردن.**

**إعداد**

**هبة محمد ضمرة**

**إشراف**

**الأستاذ الدكتور محمود القضاة**

هدفت هذه الدراسة إلى تقصي أثر استخدام اللغة الأم (اللغة العربية) في تدريس قواعد اللغة الإنجليزية على التحصيل وعلى اتجاهات الطلبة نحو التعلم لدى طلبة الصف التاسع الأساسي في مدرسة إسكان الجبيهة الثانوية للبنات في مديرية منطقة عمان الثانية، قامت هذه الدراسة بالإجابة عن الأسئلة التالية:

1. هل هناك فروق ذات دلالة إحصائية ($\alpha$=0.05) في التحصيل في قواعد اللغة الانجليزية لطلبة الصف التاسع الأساسي تعزى لطريقة التدريس؟

2. هل هناك فروق ذات دلالة إحصائية ($\alpha$=0.05) في اتجاهات التعلم لدى طلبة الصف التاسع الأساسي تعزى لطريقة التدريس؟

لتحقيق هدف الدراسة، اختارت الباحثة عينة الدراسة والتي تكونت من 80 طالبة من الصف التاسع الأساسي في مدرسة اسكان الجبيهة الثانوية للبنات والتابعة لمديرية منطقة عمان الثانية خلال العام الدراسي 2010-2011. تم اختيار أفراد العينة و تقسيمها عشوائياً إلى مجموعتين مجموعة 1 كمجموعة تجريبية ومجموعة 2 كمجموعة ضابطة، ولتحقيق هدف الدراسة والاجابة عن آسئلتها قامت الباحثة بإعداد اختبارين تحصيليين الأول قبلي قبلي بهدف قياس كفاءة الطلبة في قواعد اللغة الانجليزية وكذلك لضبط الفروقات في تحصيلهم القبلي إن وجدت، والثاني بعدي لبيان أثر استخدام اللغة الأم ( اللغة العربية) في تدريس قواعد اللغة الانجليزية . كما قامت الباحثة باعداد استبانة لقياس اتجاهات الطلبة في تعلم قواعد اللغة الانجليزية باستخدام اللغة العربية مع اللغة الانجليزية أو باستخدام اللغة الانجليزية لوحدها. وفيما يخص صحة وثبات الاختبار قامت الباحثة بالتحقق من الإختبار القبلي بدلالات اعتبرت كافية لتحقيق هدف الدراسة حيث بلغت نسبة الثبات في الاختبار القبلي (74.9%)، أما فيما يخص صحة الاختبارات والاستبانة فقد قامت الباحثة بالتحقق من صحة أدوات القياس وذلك بتحكيمها من قبل لجنة محكمة تتكون من (10) محكمين، ثلاثة من أعضاء هيئة التدريس في كلية العلوم التربوية تخصص أساليب تدريس اللغة الانجليزية، ثلاثة أعضاء من قسم اللغة الانجليزية في كلية اللغات الأجنبية في الجامعة الأردنية، وأربعة من مدرسين اللغة الانجليزية في مدرسة اسكان الجبيهة الثانوية.

تم تحليل نتائج الاختبار باستخدام البرنامج الاحصائي (SPSS)، وخلصت الدراسة الى النتائج التالية:

1 - هناك فروق ذات دلالة احصائية في الاختبار البعدي بين المجموعتين التجريبية والضابطة لدى طلبة الصف التاسع الأساسي تعزى لطرية التدريس.

2 - لا توجد فروق ذات دلالة احصائية بين المجموعتين التجريبية والضابطة في اتجاهات طلبة الصف التاسع الأساسي نحو التعلم تعزى لطريقة التدريس.

وقد تمت مناقشة نتائج الدراسة ، حيث انتهت الدراسة إلى جملة من التوصيات.